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AUTHOR Parish, David; And Others
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ABSTRACT

This document reports the results of a 1987 survey sponsored by the State University of New York Librarians Association (SUNYLA) whose purpose was to review the current state of library activities and support for professional development efforts by all SUNY libraries, and to compare the current data to those of a similar survey done in 1983. It is noted that responses were received from medical, statutory, special, university center, agricultural and technical, arts and sciences, and community college libraries, and that the overall response rate was 79%. The issues addressed in the survey instrument included: (1) professional development policy; (2) formal continuing education; (3) professional activities; (4) in-house programs of professional enrichment; (5) research; (6) sabbatical leave; and (7) SUNYLA in-service programs. Narrative summaries are provided for the responses to some questions which were too diverse to be presented in tables. A summary of the findings suggests that it seems safe to comment that there are a large number of creative, professional development activities taking place, and that SUNY librarians are enthusiastic about increasing their knowledge and skills. Concluding remarks point out differences in the findings of this survey as opposed to one conducted four years earlier, emphasizing the increased importance of professional development as part of professional life. Appendixes include suggestions for mini-workshops and library specialty programs or expertise. A copy of the survey questionnaire is also appended. (CGD)

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SUMMARY REPORT OF

SURVEY OF SUNY LIBRARY SUPPORT FOR PROFESSIONAL DEVELOPMENT

U.S. DEPARTMENT OF EDUCATION
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by

David Parish
Betty Chan
&
Linda Arnold

Sponsored by

The Professional Development Committee

of State University of New York Librarians Association

1988

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INTRODUCTION

This present survey was undertaken in the Spring of 1987, but preparation and revision of the questionnaire began a year earlier. Much efforts had been devoted to tabulate the data. However, due to the nature of the questions, answers are too diverse to be presented in tables, and narratives are provided in such cases.

A copy of the report will be made available through the SUNY Librarians Association's Archives. Librarians are encouraged to make their own conclusions as they review the data. If further explanations are required, do get in touch with the Committee.

Betty Chan
Chair,
Professional Development Committee
SUNY Librarians Association

A survey of professional development efforts by all State University of New York libraries was completed during May, 1987. This survey was sponsored by the State University of New York Librarians Association (SUNYLA) as a follow-up to a prior survey in 1981. It was hoped that this update would be of value to SUNYLA members, administrators, and SUNY Central in increasing progress as recommended by the Professional Development Committee.

Both the tabulated data and observations are given below. Responses were received from 49 of a possible 65 libraries, an excellent response rate of 79.0 percent. Responses according to type of library follow:

	# of Response	# of Library
Medical	1	4
Statutory	2	2
Special	4	5
University Centers	3	4
Agriculture & Technical	5	6
Arts & Sciences	11	12*
Community Colleges	23	32*
Total	49	65

(* Empire State College is not counted since it does not have a library, and branch libraries of community colleges are counted as separate units.)

SUMMARY OF FINDINGS:

Each librarian or groups concerned with professional development will make their own conclusions as they review this data. However, it seems safe to comment that there are a large number of creative, professional development activities taking place and that SUNY librarians are enthusiastic in increasing knowledge and skills. As one proof, 30 libraries were rated in favor of self-support by charging fees for all expenses at SUNYLA mini-workshops (Question 11a-4) with only 4 against.

A. Professional Development Policy:

1) By a wide margin, libraries do not have written policies on professional development in their individual libraries (yes=6, no=29). Community colleges indicated a collegewide policy for faculty and librarians alike (14). However, subsequent survey findings indicate this fact does not limit a wide variety of activities (**Question 1**).

2) Policy for distribution of funds for professional development (**Question 2 & 3**) is a clouded area with administrators tending to make this decision more commonly than librarians.

B. Formal Continuing Education:

1) There generally is a liberal policy, among responding libraries, towards taking courses during the work day. However, by a large majority, these courses are required by profession, job related, or for improving a specific skill (**Question 6a & 6b**).

2) Libary directors make these decisions in the majority of cases (23) as compared to an immediate supervisor (2), departmental head (0) or committee (0) (**Question 6c**). However, supervisors' and department heads' approvals are necessary in some cases (12) before final decisions are made by the directors.

3) There were only 37 reported librarians receiving tuition waivers under the UUP professional contracts in the past two years (**Question 6e**).

4) From all responses, there were only 6 "no" answers related to participation in continuing education as a factor in professional evaluation (**Question 6f**).

C. Professional Activities:

1) Participation in professional organizations and activities is encouraged by administration 100 percent as is membership in professional organizations (**Question 7a**).

2) Certainly, professional development is considered important in professional evaluation (yes=45, no=4) (**Question 7b**).

3) There was a wide variety of responses to **Question 7c** on the level of support, making tabulation difficult. Some general findings include:

- a majority of libraries surveyed provide released time for local/regional workshops and conferences, library committees, subject-related workshop, and subject-related committees

- travel costs and registration are usually provided, depending on how these activities relate to the needs of a particular library
- expenses (i.e. per diem, meals) are less likely to be provided in all cases

- travel costs are more likely to be paid for local/regional workshops than for national conferences by both SUNY community and four-year colleges

- Community college libraries indicate released time is provided in almost all cases; but travel costs, registration, and expenses are provided only approximately fifty percent of the time

- Satutory, Special, University Centers, and Medical libraries were more likely to receive full coverage for all expenses as compared to community colleges and arts and science libraries.

D. In-House Programs of Professional Enrichment:

The most creative activities for professional development are taking place "in-house" (**Question 8a**).

E. Research:

Research funding is supported in all types of libraries (yes=16, no=8). The exception is in the community colleges where the figure for yes=5 (**Question 9a**).

F. Sabbatical Leave:

A total of 58 librarians took sabbatical leaves (including study leaves) from 1985 to 1986 with the highest number (13) reported by University Centers (**Question 10**).

G. SUNYLA In-Service Programs:

SUNYLA seems to have a wide encouragement to develop mini-workshops in our rapidly changing profession. As indicated, members are willing to pay for such workshops while a number of persons would like to indicate the wide range of suggested subjects (**Question 11a**).

CONCLUDING REMARKS:

There seems a definite realization of the importance of professional development in this 1987 survey as compared to 1983. Increased levels of support and liberalization of released time available are encouraging. Perhaps a more favorable economic situation for New York State is directly related. Certainly the changes of automation, information retrieval, and the possibilities of integrated systems for SUNY libraries necessitate specialized professional development for 1987 librarians. That professional development is considered important in 45 libraries (Question 7b) is significant when compared to only 5 such responses in 1983.

A major difference between the two surveys is that 1987 SUNY librarians assume that professional development is a part of their professional life. This also is recognized by one hundred percent of library administrators (Question 7). The contractual joint UUP/Labor Management Grant Program has raised professional development consciousness since 1983.

DATA TABULATION A:

Library type:	Medical	Statutory	Special	University Centers	Ag & Tech
Responses:	1 (of 4)	2 (of 2)	4 (of 5)	3 (of 4)	5(of 6)
Question 1 (prof deve policy)					
yes	0	0	0	3	1
no	1	2	4	0	4
Question 2 (fund distribution policy)					
yes	0	1	0	1	0
no	0	0	3	2	4
no answer	1	1	1	0	1
Question 3 (policy deve by:)					
administration	0	1	0	1	1
librarians	0	0	0	0	0
both groups	0	0	1	2	1
no answer	1	1	3	0	3
Question 4 (policy clearly written)					
yes	0	1	0	2	1
no	0	0	1	1	0
understood (not written)	0	0	0	0	2
no answer	1	1	3	0	2

Library type:	Medical	Statutory	Special	University Centers	Ag & Tech
Responses:	1 (of 4)	2 (of 2)	4 (of 5)	3 (of 4)	5(of 6)
Question 5 (yr policy established)					
years	-	-	'82	'80 & '86	'86
no answer	1	2	3	-	4
Question 6a - (multiple answers accepted) (makeup time not reqd for)					
any course	0	1	0	1	1
prof/job-related	1	1	4	1	2
degree	0	0	1	1	0
none	0	0	0	0	1
no answer	0	0	0	0	1
Question 6b (# courses allowed)					
# allowed	-	1	1	1	1
no limit	-	1	-	-	-
no "guidelines"	1	-	-	1	-
none	-	-	-	-	1
no answer	-	-	-	-	2
Question 6c (released time decided by)					
supervisor	0	1	0	0	0
dept head	0	0	0	0	0
director	1	1	4	1	1
combination of above	0	0	0	2	3
committee	0	0	0	0	0
no answer	0	0	0	0	1
Question 6d (tuition waiver)					
yes	1	2	1	1	4
no	0	0	3	2	1

Library type:	Medical	Statutory	Special	University Centers	Ag & Tech
Responses:	1 (of 4)	2 (of 2)	4 (of 5)	3 (of 4)	5(of 6)
Question 6e (tuition waiver - UUP)					
# receiving	0	2	3	4	7
no answer	-	1	1	-	-
Question 6f (continuing ed in evaluation)					
yes	1	2	3	3	4
no	0	0	1	0	1
Question 6g (degree in evaluation)					
yes	1	1	2	2	4
no	0	1	2	1	1
Question 7a (encourage prof activity)					
yes	1	2	4	3	5
no	0	0	0	0	0
Question 7b (prof activity in evaluation)					
yes	1	2	4	3	5
no	0	0	0	0	0
Question 8a (in-house prgm)					
yes	0	1	1	3	2
no	0	0	2	0	0
no answer	1	1	1	0	3

Library type:	Medical	Statutory	Special	University Centers	Ag & Tech
Responses:	1 (of 4)	2 (of 2)	4 (of 5)	3 (of 4)	5(of 6)
Question 8b (financial support)					
yes	0	0	1	2	1
no	0	1	0	1	1
no answer	1	1	3	0	3
Question 9a (support formal research)					
yes	0	1	2	2	3
no	0	1	1	1	2
no answer	1	0	1	0	0
Question 9b - (multiple answers accepted) (types of support)					
release time	0	1	2	1	1
computer costs	0	0	1	2	2
secretarial	0	1	1	1	2
financial	0	0	0	0	0
other	0	1	0	0	0
no answer	1	0	2	1	2
Question 9c (campus resources)					
yes	1	1	3	2	3
no	0	1	1	1	1
no answer	0	0	0	0	1

Library type:	Medical	Statutory	Special	University Centers	Ag & Tech
Responses:	1 (of 4)	2 (of 2)	4 (of 5)	3 (of 4)	5(of 6)
Question 9d - (multiple answers accepted)					
(grants for:)					
research	1	1	1	1	0
instruction	0	0	0	0	1
projects	0	1	0	0	0
all	0	0	2	0	3
no answer	0	1	1	2	1
Question 10					
(sabbatical)					
# of librarians	0	1	4	13	4
libraries without	1	1	2	1	1
no answer	0	0	0	0	1
Question 11a-1					
(mini workshops)					
half-day	0	1	0	1	1
full-day	1	1	3	1	4
either	0	0	0	1	0
no answer	0	0	1	0	0
Question 11a-2					
(suggestions for mini workshops)					
SEE Appendix A					
Question 11a-3					
(expertise)					
SEE Appendix B					
Question 11a-4					
(fees - mini workshop)					
for	0	2	2	1	5
against	1	0	1	0	0
no answer	0	0	1	2	0

(Note: Figures indicate the number of institutions, as 50% of respondents reported a sentiment in favor or not in favor but did not submit figures.)

DATA TABULATION B:

Library type:	Arts & Sciences	Community Colleges
Responses:	11 (of 12)	23 (of 29)
Question 1 (prof deve policy)		
yes	2	0
no	9	9
included with regular faculty	0	14
Question 2 (fund distribution policy)		
yes	2	8
no	2	2
no answer	7	13
Question 3 (policy deve by)		
administration	3	4
librarians	1	0
both groups	1	4
contractually	0	2
no answer	6	13
Question 4 (policy clearly written)		
yes	2	9
no	1	1
understood(not written)	1	1
no answer	7	12
Question 5 (yr policy established)		
years:	70's, '76, '77	'68, '70's, '72, '78, '81, '82, '83, '86
changes with contract	0	2
no answer	7	13

Library type:	Arts & Sciences	Community Colleges
Responses:	11 (of 12)	23 (of 29)
Question 6a - (multiple answers accepted) (makeup time not reqd for)		
any course	4	1
prof/job-related	6	10
degree	3	5
none	1	9
no answer	1	2
Question 6b (# courses allowed)		
# allowed	1	1
no "guidelines"	-	1
none	1	9
no answer	3	4
Question 6c (released time decided by)		
supervisor	0	1
dept head	0	0
director	3	12
combination of above	6	1
committee	0	0
no answer	2	9
Question 6d (tuition waiver)		
yes	5	14
no	6	9
Question 6e (tuition waiver - UUP)		
# receiving	16	5
no answer	-	6
Question 6f (continuing ed in evaluation)		
yes	11	19
no	0	4

Library type:	**Arts & Sciences**	**Community Colleges**
Responses:	11 (of 12)	23 (of 29)
Question 6g (degree in evaluation)		
yes	9	16
no	2	7
Question 7a (encourage prof activity)		
yes	11	23
no	0	0
Question 7b (prof activity in evaluation)		
yes	11	19
no	0	4
Question 8a (in-house prgm)		
yes	6	11
no	5	10
no answer	0	2
Question 8b (financial support)		
yes	4	5
no	7	15
no answer	0	3

Library type:	Arts & Sciences	Community Colleges
Responses:	11 (of 12)	23 (of 29)
Question 9a (support formal research)		
yes	8	5
no	3	17
no answer	0	1
Question 9b - (multiple answers accepted) (types of support)		
release time	7	5
computer costs	6	4
secretarial	7	4
financial	1	2
other	1	0
no answer	3	17
Question 9c (campus resources)		
yes	8	8
no	3	11
no answer	0	4
Question 9d - (multiple answers accepted) (grants for:)		
research	3	0
instruction	1	0
projects	1	0
all	5	8
no answer	3	15
Question 10 (sabbatical)		
# of librarians	27	9
libraries without sabbaticals	1	16
no answer	0	1

Library type:	Arts & Sciences	Community Colleges
Responses:	11 (of 12)	23 (of 29)

Question 11a-1
(mini workshops)

half-day	3	4
full-day	3	11
either	3	6
no answer	2	2

Question 11a-2
(suggestions for mini workshops)

SEE Appendix A

Question 11a-3
(expertise)

SEE Appendix B

Question 11a-4
(fees - mini workshop)

for	6	14
against	0	2
no answer	5	7

(Note: Figures indicate the number of institutions, as 50% of respondents reported a sentiment in favor or not in favor but did not submit figures.)

APPENDIX A

Suggestions for Mini Workshops

- micro, articulation between four-year colleges and community colleges, especially in the bibliographic instruction area;
  microcomputer software

- end user searching
  CD-ROM
  introductions to specific databases e.g. BIOSIS AGRICOLA, etc.

- SUNY cooperation
  stress management
  management training
  international relations
  pre-evaluation orientation workshop

- automation - online catalogs issues
  preparing for automated system
  barcoding
  bringing up a system
  automation topics not already covered by SUNY/OCLC

- business sources
  government publications - all levels
  census
  policies and practices of government documents

- automated reference services
  progress of reference automation
  Ref/Tech services interface
  technology and reference librarians
  collection analysis
  bibliographic instruction

- ILL policies and practices in various libraries and regions
  ILL-computerization regional/SUNY units

APPENDIX B

Library specialty programs or expertise

- visual resource management
- on-line literature searching in biomedicine
- integration of media
- government documents
- law sources
- bibliographic instruction
- microcomputer applications
- dBase III and database searching
- geneology and local history
- establishing professional development program
- teaching use of recent acquisitions
- pros and cons of librarians as faculty
- developing a college archives
- high school/college links
- introduction of college library to high school students
- how to acquire and conduct TV course curricula in library
- college library public relations
- educational applications of copyright law

APPENDIX C

SAMPLE COPY OF SURVEY QUESTIONNAIRE

Spring 1987

CAMPUS _____

SURVEY OF SUNY LIBRARY SUPPORT FOR PROFESSIONAL DEVELOPMENT

A prior survey on Professional Development support was sponsored in 1981. We hope this update will be of value to SUNYLA members, administration, and SUNY Central in measuring progress as recommended by the Professional Development Committee.

Please complete by April 24, 1987 and return to: Linda A. Arnold, Head of Cataloging, J.M. Milne Library, SUNY at Oneonta, Oneonta, New York, 13820.

PROFESSIONAL DEVELOPMENT POLICY

1. Does your library have a policy on professional development for professional members? If so, briefly describe it or attach a copy.

2. Does this policy include criteria for distribution of funds? (if applicable) yes _____ no _____

3. Is such policy developed by:

   (a) administration _____
   (b) librarians _____
   (c) both groups cooperatively _____

4. Are these policies clearly written and understood by the Library Staff? yes _____ no _____

5. In what year was this policy established? _____

Survey questionnaire designed by David Parish, February 1987.

6. FORMAL CONTINUING EDUCATION

a. Some libraries allow staff members to take courses during the work day without making up the time. Please check the activities which are allowed on library time on your campus.

1. Any course _____
2. Professional or job-related course _____
3. A class directly applying to one's job _____
4. Degree or certificate related _____

b. How many courses are allowed under the above stipulation in a semester? _____

c. Who makes the decision to allow released time?

1. Immediate supervisor _____
2. Department heads _____
3. Library director _____
4. Committee _____
5. Another person _____

d. Are tuition waivers available for courses? (above and beyond those provided through the union contract) yes _____ no _____

e. What is the number of individual professional librarians receiving tuition waivers under the UUP contract in the past two years? _____

f. Is participation in continuing education a factor in professional evaluations in your library? yes _____ no _____

g. Is earning of advance degrees a factor for professional evaluations in your library? yes _____ no _____

7. PROFESSIONAL ACTIVITIES

a. Is participation in professional organizations and activities encouraged? yes _____ no _____

b. Is participation in professional organizations and activities a factor in professional evaluations in your library?
yes _____ no _____

c. Please indicate the level of support, if any, provided for professional activities. Use (F) for full, (P) for partial, and (N) for none.

Level of Support by Type of Activity:	Local or Regional Library Workshops or Conferences	National Library Workshops or Conferences	Library Organizations/ Committees	Subject-Related Workshops or Conferences	Subject-Related Organizations/ Committees
Released Time					
Travel Costs					
Registration					
Expenses, i.e. per diem, meals, etc.					
Other (please explain)					

8. IN-HOUSE PROGRAMS OF PROFESSIONAL ENRICHMENT

a. What, if any, sort of in-house program of professional enrichment does your library have? (describe briefly, for an example, inviting a representative for the LS 2000 to speak or someone from a campus program.)

b. Does the library provide financial support for the program? If so, how much would be an average dollar amount?

9. **RESEARCH**

a. Does your library support formal research activities by professional staff members independent of daily job responsibility? yes _____ no _____

b. If yes, what sort of support does your Library provide for Research activities? (check)

1. Released time (short-term) _____
2. Computer costs _____
3. Secretarial Service _____
4. Financial support (please explain below)

5. Other (please explain below) _____

c. Some campuses have Research Committees/Funds/Foundations that provide small grants for projects. Does your campus have such a resource for Librarians to use? yes _____ no _____

d. Can these grants be used for:

1. Research projects _____
2. Instruction _____
3. Other projects _____
4. All _____

10. **SABBATICAL LEAVE**

Have any staff members been granted sabbatical or other types of leave in order to pursue research or other professional activities within the past two years? Please explain the circumstances of each leave granted.

11. SUNYLA IN-SERVICE PROGRAMS

a. SUNYLA has initiated a regional mini-workshop project. In scheduling such programs:

1. Do you prefer (a) half-day sessions _____ (b) full-day sessions (depending on distance and topic) _____

2. Please list subjects that your faculty feel would be worthwhile for these sessions.

3. Does your Library have a specialty program or expertise that you think would be of interest? Please describe (include names).

4. SUNYLA policy specifies that mini-workshops be self-supporting by charging fees to cover all expenses. Please indicate the number of librarians for and against this policy. for _____ against _____